

Autobiography of Justin-Ames Gamache®, M.Ed., M.S.

My name is Justin-Ames Gamache, and my life has been defined by perseverance, learning, and a deep commitment to helping others grow. I have always believed that education is more than a process of acquiring knowledge — it is a path toward resilience, justice, and belonging. Through my journey, I have come to describe myself as a scholar-practitioner, someone who blends academic insight with lived experience to foster meaningful change. I was born with a love for learning and expression, which first found form in music and business. Earning Associate degrees in both Music and Business Administration gave me a foundation in creativity, structure, and leadership. These early studies shaped my ability to balance artistic vision with practical strategy, a theme that has carried through my entire career.

Later, I earned my Bachelor of Science in Interdisciplinary Studies from Liberty University, which broadened my perspective and prepared me for diverse professional pursuits. I pursued a Master of Education at Concordia University–Portland, where I deepened my understanding of ethical education and transformative learning. Wanting to further explore the science of human behavior, I went on to complete my Master of Science in Psychology with Distinction from the University of Phoenix, achieving a GPA of 3.92. Along the way, I also earned certifications in collaboration, communication, and critical thinking to strengthen my skills as an educational leader. Today, I am completing my Doctor of Education (Ed.D.) in Educational Technology at the University of Phoenix. My dissertation, *Reflections of Me: An Autoethnographic Journey into Identity, Culture, and Belonging*, reflects both my scholarly commitment and my personal journey of integrating lived experiences with academic research. This work allows me to

examine how identity and culture shape belonging, resilience, and growth — themes that have defined my own path.

Throughout my career, I have worked as an instructor, curriculum developer, and advocate for educational technology. I am passionate about integrating mindfulness and mental health practices into academic environments, helping students and educators alike manage stress, build resilience, and thrive. My research and publications explore the intersections of psychology, technology, and social justice. I have written about the psychological implications of digital tools like the Fortify Florida app, the benefits of renewal practices such as changing phone numbers, and the broader role of mindfulness in education.

At the heart of my work is a deep belief in equity and justice. I advocate for privacy rights in the digital age, viewing privacy as a fundamental psychological need tied to autonomy. I have also written extensively on resilience and transformative learning, drawing from my own life experiences of overcoming adversity. I often describe myself as a “scholar-warrior” because I see education and advocacy as forms of both reflection and action — a way to turn personal struggle into collective strength. Outside of my academic work, I maintain an active online presence, using platforms such as LinkedIn, Facebook, ResearchGate, and Vocal Media to share insights, research, and reflections. My writing ranges from scholarly analysis to personal essays, all tied together by a commitment to resilience, belonging, and justice. Looking back, my journey has been one of quiet perseverance. Each challenge I have faced has become an opportunity to grow, to reflect, and to serve others with integrity. I continue to dedicate myself to advancing equity, integrating mindfulness into education, and using my scholarship to inspire

change. My life story is not just about overcoming obstacles — it is about transforming them into pathways for leadership, advocacy, and hope.